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ABSTRACT

This annotated bibliography reviews 12 publications on preparation of principals. Of these, three (entries 1, 7, and 11) concern internships: essential elements thereof, a proposed "critical incident" technique for internships, and a practicum program in South Carolina. Three of the articles (2, 5, and 9) focus on models or approaches to the training of principals: a model based on contingency theory, techniques based on the decision sciences, and a discussion of the three broad elements in the structure of educational administration training programs. The third entry reviews a book of guidelines for preparation of school administrators issued by the American Association of School Administrators, and the fourth is a description of the Principals' Center at Harvard. The four remaining articles (entries 6, 8, 10, and 12) cover various aspects of inservice training for professionals: a status report, a training program in clinical supervision from Chicago, a discussion of inservice needs, and an instructional management training program in Mississippi developed in conjunction with the implementation of an outcome-based education format. (TE)

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The Best of ERIC presents annotations of ERIC literature on important topics in educational management.

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ERIC Clearinghouse on Educational Management
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Preparation of Principals

1 **Aidala, Gregory.** "A First Step for Administrative Experience: The Internship." *Catalyst for Change*, 11, 2 (Winter 1982), pp. 9-12. EJ 259 497.

The importance of the internship as part of the prospective school administrator's degree requirements is evident. But what are some of the essential elements that are part of a successful internship? In this descriptive article, Aidala uses his own personal experience as an intern to provide some answers to this question.

The central element of any effective internship is careful planning. Aidala describes the function of the early planning stage as "an attempt to compile a suitable list of activities, tasks, or functions to be performed by the intern." Establishing an appropriate relationship between the principal and the intern is also important. Meetings should be held frequently and should not be limited to a discussion of problems; general comments, suggestions, and words of encouragement are all beneficial.

Aidala also comments on the timing of the internship. Although the internship normally occurs toward the end of the student's degree program, there are some instances, he notes, when better results might be achieved if the student serves the internship near the middle of the degree program.

The assessment and evaluation procedures are one of the more misunderstood aspects of field training, Aidala claims. Evaluations should occur throughout the internship, and the entire evaluation process should be designed to provide "continous feedback through periodic meetings" that include all parties involved. "The final written evaluation to be completed at the end of the intern's experience," says Aidala, "is merely a summarization of earlier exchanges among participants."

2 **Allen, Carol, and others.** "Model for Administrator Training, Development Uses Both Theory and Practice." *NASSP Bulletin*, 68, 468 (January 1984), pp. 14-19. EJ 291 482.

The model described in this article is intended to serve as "a framework for improving administrator performance in the promotion of the success of the individual and the organization." The model is based on contingency theory, which recognizes that educators must base their administrative decisions and choices upon the characteristics and environment of their schools or school districts, in conjunction with the particular kinds of tasks they wish to carry out.

The Contingency Framework for Administrative Development (CFAD) model is conceptualized as three concentric circles, each circle representing one dimension of the decision-making process. The three dimensions—administrative tasks, administrative processes, and administrative traits—contain specific elements, for example, instruction and curriculum in the task dimension, budgeting in the process dimension, and problem analysis in the trait dimension. By matching the appropriate element in each dimension to the particular activity to be carried out, principals can identify the pertinent theoretical bases for making efficient, rational decisions.

The authors provide a few specific examples of how the CFAD model can be used in administrative practice, and they recommend that principals be taught to use it during their preservice training. They point out that this early exposure to the CFAD model would enhance the principal's understanding of educational theory and its practical applications.

3 **American Association of School Administrators.** *Guidelines for the Preparation of School Administrators.* 2nd ed. Arlington, Virginia: American Association of School Administrators, 1982. 21 pages. ED 229 825.

The American Association of School Administrators (AASA) includes in its guidelines what it believes are "the most vital goals, competencies and delivery components that should be included in school administrator programs offered by colleges and universities." These three aspects of administrator training are subdivided into seven "theoretical foundations," or areas in which any prospective school administrator should receive training.

The suggestions made in the guidelines reflect AASA's belief that the goal of any academic training program should be to provide its trainees with the capacity for "designing, implementing, and evaluating a school climate improvement program"; "understanding political theory" so that it can be applied to federal, state, and local school management situations; developing a systematic school curriculum program; learning to manage the various components of instructional systems; assessing and implementing staff development and evaluation activities; managing resources, human and financial; and "conducting research and using research findings" in educational management settings.

The conclusion warns that "inadequacies in the training and development" of school administrators "will soon translate into burdens to be endured by generations of adults." AASA issued this publication in an effort to prevent that problem.

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4 **Barth, Roland.** "The Principals' Center at Harvard University." Paper presented at the 81st Annual Meeting of the National Catholic Educational Association, Boston, April 23-26, 1984. 14 pp. ED 246 540.

Roland Barth established the Principals' Center at Harvard in 1981. Here Barth surveys the progress the center has made in delivering inservice training to principals.

With about 5,000 dues-paying members, the Principals' Center marshals the expertise of the participating principals, university faculty, graduate students, and outside consultants in an effort to improve schools by improving the quality of school administrators. The center operates under the guidance of an advisory board comprised of school principals and university faculty.

The center's own training program offers carefully selected inservice topics centered around such themes as "The Principal's Role in Teacher Supervision and Evaluation." Programs are offered in various formats—lectures, group discussions, and workshops. Participation is strictly voluntary. The center, says Barth, is not meant to "fix" weaknesses in principals who are sent to the center by concerned school districts; instead, it is meant to offer help to those who genuinely want it and seek it out. "Most activities are refreshingly free of back row cynics and critics. With the choice to attend comes an openness to learning."

Barth identifies several factors that the center considers essential for its success. It first seeks to improve the self-confidence and self-esteem of principals at a time when public support for them is waning. The setting at Harvard provides an atmosphere of relaxed yet serious inquiry away from the day-to-day pressures of the school site. Other important aspects of the program include the diversity of participants and teaching methods, the use of principals themselves as resource persons, and the sense of the principals "owning" and operating the center.

The center's philosophy of fostering learning rather than force-feeding information is the key to its success, or as Barth describes it: "We are telegraphing the vital message that principals can become learners, and *thereby* leaders in their schools.

5 **Brightman, Harvey J.** "Improving Principals' Performance Through Training in the Decision Sciences." *Educational Leadership*, 41, 5 (February 1984), pp. 50-56. EJ 293 149.

How would principals benefit if their training programs included instruction in the decision sciences? Brightman answers this question by describing four specific decision science models that he believes would be useful to principals in their roles as educational managers.

From a survey of 39 principals, Brightman concluded that the majority of the principals he studied could be classified as "entrepreneurs" and "disturbance handlers," two terms he borrows from Mintzberg's list of managerial roles. Training programs should emphasize skill development in these two areas, Brightman concludes.

The decision sciences offer techniques principals can use in their roles as disturbance handlers. Two such tools are the Fishbone diagram and the Kepner and Tregoe technique. Each method provides a structural approach to problem solving. The Fishbone diagram helps the principal identify possible causes for a specific problem and thus can be an efficient method for solving it. The Kepner and Tregoe technique is also structural; it uses five keywords for problem identification (what, when, where, scope, who) and four specific factors to be considered when seeking a solution. Useful charts and diagrams accompany Brightman's descriptions.

The principal is often an entrepreneur in the sense that he or she seeks to plan, design, and implement curriculum improvements or other educational improvement projects. The two decision science tools useful in this area are the Situation Audit and the Nominal Group technique. The former procedure involves group discussion of particular school improvement issues. It combines comparative techniques (other schools or school districts), personal opinion, and careful planning, all as a group function.

The Nominal Group technique helps facilitate meetings that evolve from the Situation Audit. Brightman gives four rules for the Nominal Group meeting. Each group member evaluates the situation independently and privately, then gives a personal analysis before any discussion takes place. Once discussion of the issues begins, any member is free to comment, positively or negatively, on any other member's approach. If a consensus is not reached after discussion, each member votes on the issues, and the results are used as a basis for a final decision.

6 **Daresh, John C., and LaPlant, James C.** "Inservice for School Principals: A Status Report." *The Executive Review*, 3, 7 (April 1983). 6 pages. ED 233 434.

An assessment of five standard approaches to delivering inservice to principals is followed by a description of the innovative Principal's Inservice Program. The first approach, university coursework, is the most widely used format for inservice delivery. "University courses are excellent ways for participants to earn degrees, satisfy scholarly curiosity, or meet state certification requirements," the authors say, "but as long-term solutions...they are quite limited."

Institutes and academies serve the principal's specific needs more effectively, Daresh and LaPlant believe. Institutes, workshops, and seminar events are valuable for the flexibility they allow in scheduling and subject matter. Their chief drawback is the short-term nature of the learning experience they offer. Academies, on the other hand, are a permanent arrangement.

Competency-based training, though traditionally associated with preservice training, can be successfully integrated into inservice delivery systems as well. The last of the five inservice delivery modes, networking, is defined as "informal arrangements that emerge as the result of administrators seeking other administrators who share similar concerns and potential solutions to problems." The cooperative nature of networking is its greatest strength; its informality and loose structure is its greatest weakness.

Combining the strengths of several of the other delivery systems, a relatively new approach is the Principal's Inservice Program. First established in 1978-79, the program has grown rapidly and is now being disseminated nationwide. The essence of its success is the sense of collegiality it offers to participants. Six to ten principals and a facilitator meet monthly "to work on long- and short-term problems and also to critique openly and honestly their efforts to improve themselves and their school programs." While Daresh and LaPlant do not claim that the Principal's Inservice Program is a cure-all for principal inservice ills, they do note that "it is being received with enthusiasm by practitioners across the nation."

7 **Erlandson, David A.** "Language, Experience, and Administrator Preparation." *Planning and Changing*, 10, 3 (Fall 1979), pp. 150-56. EJ 210 922.

Field internships are an important part of most educational administrators' preservice training. Erlandson has severe misgivings about the way field internships are currently administered. "The notion of the spare-time internship, fitted to the conveniences of the intern's full-time job, is one of the central fallacies in current conceptions of the internship," he says.

Erlandson proposes a more intensive internship experience in which "the prospective administrator should be *primarily* a student of educational administration in a field setting. During this period, this role should not be subordinated to another role, whether that of a teacher or administrator."

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Much of Erlandson's article is concerned with the "critical incident technique." This technique requires interns to collect and write descriptive accounts of various administrative events that occur in their school. In regularly scheduled internship seminars, students can exchange and discuss these specific incidents with other interns; this process rapidly increases the intern's knowledge and understanding of the various kinds of functions administrators actually carry out.

Erlandson believes this process leads to the union he desires between academic training and field training: "What this specific technique attempts to do is to introduce into field learning a symbiotic relationship between language and experience (or, if the reader prefers, between theory and practice) so that each can build upon the other."

8 **Gerald, Virginia, and Sloan, Charles A.** "Inservice Education Program for Principals Promotes Effective Change." *Catalyst for Change,* 13, 3 (Spring 1984), pp. 12-14. EJ 290 080.

To improve the quality of instruction in a suburban Chicago school district, staff development specialists initiated a program that first trained principals to recognize and master research-validated teaching methods. Then it required the principals to observe, train, and advise their own teachers in such methods.

The core of the principals' inservice training came from Madeline Hunter's model of clinical supervision. Ten monthly inservice sessions were devoted to training principals in clinical supervision. After this period, principals began using the methods in practice teaching sessions. Classroom observations and peer-group meetings were carried on as well, and monthly half-day inservice activities continued.

When the principals had mastered the teaching techniques and sharpened their analysis and conferencing skills, they began their own inservice programs for the teachers in their schools. After training the teachers, they began frequent classroom visits and teacher conferences to facilitate implementation.

The teachers and principals involved in the project completed a survey after two years of the program. The project coordinators report that over three-fourths of the principals believed that their knowledge of and effectiveness in instructional planning had greatly increased. Other program benefits they identified included increased classroom observations and teacher conferences beyond those required by the program, and an increase in schoolwide principal-led inservice activities for teachers.

The teachers who received training from principals also responded positively to the program. They perceived an improvement in the conferences and in the assessments of the principals, as well as in the principals' ability to help them develop more effective teaching strategies.

One final outcome the researchers report is an improvement in the principals' teacher evaluations. Evaluations after the program started included more careful analysis of a teacher's effectiveness, and the principals seemed to gain self-confidence in their abilities because "they viewed themselves as being more skilled at recognizing elements of effective teaching."

9 **McIntyre, Kenneth.** "Training Programs for Principals." *Theory into Practice,* 18, 1 (February 1979), pp. 28-32. EJ 208 738.

McIntyre's discussion covers the three broad elements in the structure of educational administration training programs—the trainees, the trainers, and the training. Noting that individuals in charge of degree programs are responsible for selecting the most qualified students, McIntyre argues that entrance requirements for programs in educational administration must become more stringent, despite the fact that many small programs might face extinction if fewer applicants are accepted.

One trend in training that receives the author's approval is the involvement of practitioners in the training process. Although university faculty remain the primary deliverers of preservice training, more and more practitioners are being included in both preservice and inservice training activities. "This trend," says McIntyre, "offers some real opportunities for improving the quality of the programs."

Finally, McIntyre addresses the subject matter and delivery of the training curriculum. He considers a full-time internship to be essential regardless of the burden it places on the trainer and trainee alike. He also approves of university programs that produce generalists in educational administration rather than specialists. Specialization occurs during the internship or over the course of one's career, he says.

If those who design and deliver school management training programs begin to take the sometimes difficult steps he suggests, McIntyre foresees "results that will make a big difference in American education."

10 **Olivero, James L.** "Principals and Their Inservice Needs." *Educational Leadership,* 39, 5 (February 1982), pp. 340-44. EJ 257 923.

Olivero bases his discussion of administrative inservice on the premise that "of all educators, principals may have greater needs for renewal than anyone else." The inservice oportunities that do exist for principals are frequently ineffective, he says.

The changes Olivero seeks for inservice delivery are basic. Superintendents must become actively involved in inservice programs for principals, and principals themselves should play a role in selecting inservice topics and designing programs. There must be a continuous structure in which subsequent inservice activities build on previously administered ones. Incentives for participation need not always be financial, Olivero points out; participants

often feel equally rewarded when their efforts are publicized or when they receive special recognition awards.

In his conclusion, Olivero identifies six specific areas in the inservice delivery structure that should receive more emphasis. Networking, he says, should be used more frequently; individuals and institutions that offer high quality programs should be identified and publicized by state departments of education. State departments should also move toward developing a more comprehensive, carefully planned framework for administrative inservice, and they should be prepared to spend more money on such programs. Another point Olivero stresses is the need for improved communication between researchers and practitioners. His final recommendation urges the use of computer technology to deliver inservice programs to principals of small schools in rural settings.

11 **Pellicer, Leonard O., and others.** "Do It First, Then Talk about It: A Principalship Practicum." *Phi Delta Kappan*, 65, 6 (February 1984), p. 429. EJ 293 142.

This brief article describes a school principal internship program sponsored jointly by the Richland County, South Carolina, School District and the University of South Carolina. The authors claim that the program trains prospective principals to "assume leadership in planning, implementing, and evaluating selected practicum experiences; to put theoretical knowledge to work; and to acquire new knowledge and skills in school administration."

The practicum involves the student, his or her university instructor, and the supervisor at the intern site. The intern first completes a self-assessment measure that allows the directors to individualize the intern's program. From eight major administrative task areas, one area is selected for primary emphasis in the intern's program, and another area is designated for secondary emphasis. In the area of primary emphasis, the intern must "develop a product or refine a process currently in use at the school site." The intern must also conduct a variety of other duties to ensure a broad understanding of administrative processes.

During the fifteen-week internship, the university instructor and the site supervisor meet with the student and observe the intern's activities. The student is required to keep a log, which is used for discussion and evaluation purposes. At the end of the practicum, the site supervisor and the university supervisor each completes an evaluation of the intern's performance. Grades are assigned on the basis of these evaluations.

The authors report that most interns voluntarily spend far more than the required number of hours on their projects when they discover that the program gives them the "opportunity to grow professionally" as well as "to put theory into practice."

12 **Prince, Julian D.** "Preparing Principals as Instructional Leaders in Effective Schools: A Successful Plan of Action." *ERS Spectrum*, 2, 2 (Spring 1984), pp. 3-10. EJ 301 286.

When the Tupelo, Mississippi, Municipal School District began classroom implementation of an outcome-based educational format, it soon became evident that the principals overseeing implementation needed improved skills as instructional leaders in outcome-based teaching methods. In a pilot study the most effective instructional management program was found to rely on brief but frequent classroom visits.

In the academic year following the pilot program, all district principals were asked to spend at least one-fourth of their time on direct instructional management. They were encouraged to visit at least three different classes each day for about ten minutes each. The ten-minute visit "was designed as an ice breaker," Prince reports. "We hoped that once in the classroom the principal would stay longer. This occurred. Soon, most principals reported visits averaging 20-25 minutes." Although the average of three visits a day was not reached at first, "as the year progressed, regular classroom visits became a habit."

During observations, principals judged the teacher's strengths and weaknesses in using outcome-based teaching methods. In addition, the participants helped teachers set instructional goals, kept daily activity logs, and assisted teachers in overcoming any identified deficiencies.

To equip principals with the necessary skills for effective instructional management, program organizers offered a 40-hour workshop based on Madeline Hunter's Mastery Teaching Techniques. Principals also received an additional 45 hours of training in such areas as test development, pupil evaluation techniques, and methods of using assessment data for problem identification.

Although evaluation of student achievement test scores has not yet been completed, participating principals rated the program very highly at its conclusion. The investigators believe their instructional management training program can extend beyond the bounds of outcome-based instructional settings and can be used with equal success in any school district with a well-organized curriculum.

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